

## CHAPTER V

### CLOSURE

#### A. Conclusion

The researcher came to several conclusions about indicators, learning objectives, learning activities, and class assessments in the lesson plans that include Higher Order Thinking Skills (HOTS) in Micro Teaching II Tarbiyah and the Teaching Faculty based on the findings and discussion.

1. Pre service teacher use a variety of operational verbs when creating indicators, including identifying, analyzing, and creating. Based on the overall lesson plan analysis, The HOTS questions were stated in the skill aspect. As a result, it was clear that only the skill aspect of the exercises required Higher Order Thinking Skill. The arrangement of the practical student has reach the stages of Higher Order Thinking Skills. The stages that are arranged and carried out vary from the most, namely the analysis stage (C4) to the creation stage (C6) to the stage that is only done once by the respondent, namely the evaluation (C5). It is evident from the results of the interviews that English pre-service teachers do struggle to create assessments that incorporate the Higher Order Thinking Skill, they are unsure of what HOTS is, and struggle to make adjustments for the diverse backgrounds of their students.
2. The category for a teacher's ability to create lesson plans is "intermediate." However, the lesson plan's activities component needs to be developed to

encourage students to use higher order thinking skills (HOTS). Teachers need more practice designing comparison, generalization, evaluation, and analysis activities. Students who participate in active learning can solve HOTS assessments, enabling them to provide accurate answers to PISA.

## **B. Suggestion**

### 1. For Pamong Teacher / Supervisor

This study demonstrates some of the shortcomings and challenges that students face when creating and carrying out lesson plans that are HOTS-based. In order to emphasize how important it is to understand how to prepare and implement lesson plans properly, it is necessary for supervisors or pamong teacher in the school to pay more attention to related subjects, especially when compiling HOTS assessment.

### 2. For Student

Students should be more cautious when designing and developing HOTS-based lesson plans, especially those who will be taking micro and real teaching courses. HOTS-based lesson plans can be created and implemented effectively if taken seriously.

### 3. For The Future Research

In line with the advancement of research on the creation and execution of HOTS-based lesson plans, it is expected that future researchers will carry out comparable research with a slight variation